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VOL. II. JANUARY, 1930 No. 1

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Agricultural Education

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This Month

Editorials

Report of American Vocational Association Convention

Announcement of Introduction of a Methods Department

Improving Teaching by Plan —R. M. Stewart, New York

The Problem Method in Vocational Agriculture —C. R. Wiseman, South Dakota

A New Plan of Agricultural Education —R. B. Smith, Arkansas

Evening Class Work in Georgia—George H. King, Georgia

The Advantages of Giving Evening Class Instruction in Vocational Agriculture —G. A Schmidt, Colorado

Records for Local Departments —Paul I. Barker, Iowa

Future Farmers of America Section

Professional News

"If one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with a success unexpected in common hours." — THOREAU.

EDITORIAL COMMENT

AGRICULTURAL EDUCATION
A monthly magazine, managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by the Meredith Publishing Company, Des Moines, Iowa.

H. M. Hamlin.....Editor
F. E. Moore.....Consulting Editor
Z. M. Smith.....Secretary-Treasurer

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Farm Mechanics.....W. A. Ross
Professional Organizations....R. W. Gregory
Future Farmers of America..H. C. Groseclose
Reviews.....F. W. Lathrop

Editing-Managing Board
Paul W. Chapman, Georgia; W. F. Stewart, Ohio; William Kerr, Idaho; V. A. Martin, Pennsylvania; P. E. Armstrong, Hawaii; C. H. Lane, District of Columbia; L. R. Humpherys, Utah; R. W. Gregory, Indiana; H. M. Hamlin, Iowa; F. E. Moore, Iowa; Z. M. Smith, Indiana.

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Vol. II. JANUARY, 1930 No. 1

POLICIES FOR THE NEW YEAR

AGRICULTURAL EDUCATION embarks this month on its second year.

A summary of the year that has just closed reveals that much progress has been made. Subscriptions have increased. The number of contributors has grown. The appearance of the magazine has become more attractive. The publication has been guaranteed a measure of permanence.

During the past year we have aimed primarily to make the workers in our field aware of the vast scope of our activities in agricultural education and the many new and promising movements under way; to make them more conscious professionally; to create a greater sense of the tremendous significance to the nation of the work in which we are engaged; to build interest and morale and to foster better co-operation among us.

In endeavoring to attain these ends we have sometimes been accused of giving too much attention to the general and indefinite. Some of our readers have felt that we were not doing much to help teachers with the very definite and concrete problems they face.

We have no apology to offer for the emphasis we have given to the magazine during its first year. We are conceited enough to believe that we have contributed materially to the ends that we have sought and that we have thus fully justified the existence of the publication.

However, it is our purpose during the coming year to give much more attention to the common tasks of the teacher of agriculture: classroom teaching, directing supervised practice, managing student organizations. More definite attention will also be given to part-time and evening work.

We do not wish to languish in our mission of disseminating inspiration and extending vision. We do desire to suggest more definitely the ways in which our strengthened inspiration and enlarged vision may find expression in the day's work.

* * *

WHAT IS UNIQUE IN THE FUTURE FARMER MOVEMENT?

IT IS in violation of a generally accepted principle to establish a new organization to serve the same ends as others already established.

The question most commonly asked about the Future Farmers of America is whether it is intended to supplement or to displace existing organizations, whether it really provides something we do not now have.

Unless we can show that the aims and activities of the order are actually unique we should disband it.

Surveying the movement thus far we do find unique aims and activities. It is upon these that we should build.

In the first place, we have not previously had an organization of an agricultural nature which could reach *all* farm boys, drawing its membership from the sons of the members of all of the competing farmers' organizations and from the sons of farmers affiliated with no farmers' organizations whatever. Operating thru the public schools as we do, this is possible for the Future Farmers of America.

We have not previously had a *school-controlled* agricultural extra-curricular activity on a par with the activities of other school departments, except sporadically in individual states or schools. The new arrangement makes this possible generally.

There has not previously been open to our students an agricultural organization stressing *co-operation and service* more than competition. Such an organization is badly needed at the present time.

Previous agricultural organizations for farm boys have honored achievement in a highly specialized line, rather than *all-around, well-balanced achievement*, which is so well emphasized thruout our Future Farmer program.

Activities open to our students thru existing organizations have been decidedly juvenile, without adequate provision for advancement in difficulty and opportunity with increased maturity and continued education, or else they have been adapted to mature farmers. The Future Farmer program is expressly designed for boys of high school age and older and its system of ranks provides for *continuous challenge and advancement* thru at least a seven-year period, bridging the gap between the organizations for juniors and those for adults.

There have already developed in connection with the Future Farmer program activities which are new for most boys enrolled in classes in vocational agriculture, opportunities distinct from those previously available. As time goes on we shall undoubtedly discover other activities desirable for our organization which other groups have overlooked.

We shall do well to be extremely careful to avoid the charge of duplication of effort as we plan the Future Farmer program. We must emphasize service to and co-operation with existing organizations. It should be true that, where our organization is, other worthy organizations flourish better because of its influence. But with all these other organizations operating there is still an enormous field which we may still occupy without apology and without incurring fair criticism.

* * *

TEACHING CO-OPERATION THRU EVENING SCHOOLS

PROBABLY the benefit from evening schools most frequently cited by participants and other laymen is the enhancement of the co-operative spirit.

This result, which has been a by-product in the past, may now well become a major end to be sought. Agricultural evening schools may easily become one of the most important of the many agencies which are being mobilized these days to give us a better organized agriculture.

More emphasis on this phase will further, and not retard, the attainment of the usual objectives of evening school work.

We have vaguely recognized for a long time that some sort of organized effort should result from each evening school held, as a means of carrying on its influence. Some teachers have definitely aimed, in conducting their evening schools, at the formation of a cow testing association, a new marketing association, or a pool for buying lime and legume seeds.

The time has now come when we can probably say with assurance that every evening school should eventuate in some sort of permanent, organized effort related to the subject of instruction. We may well group our evening school objectives into those having to do with individual efficiency and those promoting group efficiency, to make sure that we do not overlook the group factors with which we are less accustomed to deal.

We should be glad to print articles indicating how teachers are managing their evening classes so that group spirit and group activity result.

Agricultural Education at the A. V. A. Convention

Vital Problems Discussed at New Orleans Meeting

Paul W. Chapman

MORE agricultural educators than ever before attended a meeting of the American Vocational Association, were in attendance at the New Orleans meeting December 5 to 7 and participated in a program of unusual vitality and practicality. An agricultural educator, Paul W. Chapman, Georgia state director, and a member of the editorial board of *Agricultural Education*, was elevated to the presidency of the entire association. L. R. Humpherys of Utah will serve another year as vice-president of the association representing agriculture.

The next meeting of the association was set for Milwaukee.

Teachers Association Meets

The first agricultural meeting of the convention was that of the National Association of Vocational Agricultural Teachers on Thursday forenoon. Only a small group was assembled and most of the session was devoted to a discussion as to whether the association should be continued. The decision was to continue it and Mr. Miller, president of the Wisconsin Teachers Association, was chosen president and Mr. Frederick Woelfle of Paterson, New Jersey, was re-elected secretary. At the business meeting of the Agricultural Section held later a motion was passed favoring the inclusion of representatives from the Association in next year's program.

Thursday afternoon's meeting, with Professor N. E. Fitzgerald of the University of Tennessee, presiding, was opened by a paper written by Mr. C. O. Moser, secretary and manager of the American Cotton Growers Exchange of Dallas, Texas, and read by Mr. N. C. Williamson, president of the Louisiana Cotton Growers Co-operative Association. Mr. Moser's subject was "Co-operative Effort." Among other things, he said:

"I am a great admirer and supporter of the Smith-Hughes vocational educational organization. I think you are dealing with the farm problem at its vulnerable point, namely the education of the growing generation. I am familiar with the splendid spirit and the intelligent understanding of the problem of those charged with the administration and leadership of your great work.

"I am also cognizant of the splendid spirit of co-operation which you have manifested in your dealings with those who are struggling with the economic-organizational phase of farmer welfare. I know that you are real co-operators because you know the needs of the farmer and how to bring about the realization of those needs, and that you are in sympathy with the aims and aspirations of our rural people.

"You are not only endeavoring to teach the young generation to understand their economic conditions, but to visualize likewise the way by which they may improve these conditions.

"You are teaching them soundly the fundamentals of farm economics and you are holding out to them only those hopes which are attainable as a matter of practical possibility. You are telling them that the attainment of their economic independence lies largely in their own hands and that the means to this end are simply those of an intelligent understanding of their problems, diligent and effective working together, and finally by appealing to the government itself to create such agencies as may be needed to assist farmers as a class in dealing with the problems which they are unable to solve either individually or as organized groups.

"You are performing an essential and monumental service, not only to farmers as a class, but to society as a whole. Your work must precede that of others. You must prepare the minds and hearts of future farmers for the planting of the seed of economic co-operative effort. Such work must precede any sustained effort at agricultural prosperity.

"You must bring him to understand that alone he is helpless as a child in dealing with the great organized world in which he lives."

Report on Objectives

The report of the Committee on Objectives was next presented by Dr. C. H. Lane, chief in agricultural education of the Federal Board for Vocational Education. The report was in mimeographed form, including 47 pages of "primary objectives," "contributory training objectives," and "ways and means for providing training in the abilities listed under each contributory training objective." It had been worked out by a committee of ten from all parts of the country during a week's session in Washington, D. C., in early September.

Professor John T. Wheeler of Georgia State College, who was not a member of the committee, led the ensuing discussion. Professor Wheeler pointed out that it might be more desirable to work out two lists of objectives, one for professional people and one to assist in interpreting our objectives to laymen. He indicated also that he believed that there is a difference between objectives for adults and those for day and part-time groups and that, if but one set of objectives is to be listed, it should be in terms of the adult group. He characterized the ways and means set up by the committee as too limited and apparently too much influenced by past and current practice.

After considerable general discussion the Section voted to accept the report as one of progress only and asked the committee to make a final report at the next convention which will embody the results of the deliberations of intervening regional and state conferences.

Professor H. F. Cotterman of the University of Maryland then presented a thoughtful plea for closer relationships between agricultural education and other educational agencies. He said:

" 'Man cannot live unto himself alone,' proclaims sacred literature, and this certainly, it is realized, is the case with vocational agriculture. Those in charge of this field, it seems, have no desire to live alone in the educational world, but in their assiduous efforts to develop a program worthy of a place in the educational sun, they may appear to have followed unthoughtfully a kind of policy of educational isolation both administratively and spiritually.

Contacts Necessary

"That this was done unintentionally is aside from the question. The fact remains that if persons in vocational agriculture working hard at their own tasks have failed to communicate with persons working in other educational organizations and in other educational fields the time has arrived for them to turn their eyes upward and to mingle freely with the elite in other educational fields.

"This is true for two reasons: first, they have worked hard enough, long enough, and thoroly enough, to have a considerable body of educational technique and sound procedure which will bear the close scrutiny of the light of day and of which they can be duly proud; and second, the time has now come when persons working in other educational organizations are looking for the means of social control which persons working in the field of agricultural education have developed and have at their command."

Professor Cotterman advocated that, in the future, meetings of the American Vocational Association should be held in co-operation with the Department of Superintendence of the National Education Association and the Land Grant College Association, alternating by years between the two groups and being held just preceding their meetings, or in part concurrently.

Mr. Ray Fife, Ohio state supervisor, gave a splendid statement of the relationships which should exist between vocational agriculture and the various farmers' organizations, outlining both principles of relationship and devices useful in co-operative efforts. His paper was an outgrowth of unusually successful experience in Ohio in dealing with farmer groups.

Mr. C. L. Davis, supervisor for Texas, gave the results of an extended study of the relationships which exist in 32 states between vocational agriculture and business organizations. His compilation contains many co-operative activities of great promise which are as yet but little used.

Dr. C. E. Myers of the Virginia State Department of Education, chairman of the research committee of the section, presented the report of that committee on Friday morning at a session presided over by State Supervisor R. E. Cammack of Alabama. He outlined a plan for a national study of the results of vocational education in agriculture to be carried out during the coming year under the sponsorship of the committee,

involving a comparison of 200 vocational graduates and 200 non-vocational graduates, selected at random, who are established in farming.

Dr. F. W. Lathrop, research specialist of the Federal Board for Vocational Education, outlined a proposed program of research for the country at large, to be carried out with the co-operation of the Federal Board. He expressed his belief that ours is a very fertile field for research. He advocated research on practical problems with expectation that its results can be used. He outlined the research relationships of the states to the Federal Board as being of three types: a "clearing house" relationship, an advisory relationship, and a relationship arising in the carrying on of studies initiated by the Board. In each of these relationships he predicted definite help to the states as a result of the new research policy of the Board which he will administer.

Mr. Frederick Woelfle, secretary of the National Association of Vocational Agricultural Teachers, discussed the objectives of that organization, advocating a place for it as a section of the American Vocational Association.

Professor Henry Groseclose of Blacksburg, Virginia, executive secretary of the Future Farmers of America, described the status of that organization. He placed the present membership at about 30,000, Illinois leading with about 4,000 members. He declared that splendid support is being received from professional workers in agricultural education, magazines and newspapers, and the public generally. He outlined the attempt now being made to secure a charter from the Congress of the United States thru Senate Bill 2113, introduced on November 14 by Senator Smith of South Carolina. He told of the appointment of a committee to consider the relationship of the Federal Board for Vocational Education to the Future Farmer organization, this question having been brought to the front at the recent Kansas City meeting. The first publication of the national association, he said, will be a handbook or manual. It is expected that arrangements for a national magazine for Future Farmers will be made at the next annual congress. The budget for the coming year calls for the expenditure of $4,100, including the salary of a half-time executive secretary.

Professor H. M. Hamlin of Iowa State College, and Professor R. W. Gregory of Purdue University, reported regarding the editorial and business phases of *Agricultural Education*. They revealed that subscriptions for the first 12 months brought in $2,060 from 2,312 different individuals. There will be some loss on the first year's business, which will be met by the Meredith Publishing Company. The publishers have also underwritten the second year's business, but it is expected that the publication will be more than self-supporting in 1930. Support for the magazine was reported from all but three states. Every teacher in 12 or more states is a subscriber to the magazine.

A new arrangement for the choice of the editing-managing board was approved by the section. The board is henceforth to be made up as follows:

Representatives from each of the four Regions, chosen at Regional Conferences.
A representative from Hawaii, chosen at the Territorial Conference.
The Chief in Agricultural Education of the Federal Board for Vocational Education.
The Vice-President of the American Vocational Association representing agriculture.
The Chairman of the Committee on Publications of the American Vocational Association.
The Editor.
The Consulting Editor.
The Business Manager.

Pending choice of the regional and territorial representatives at the coming conferences these positions have been filled by the editorial board, using so far as possible persons already on the board.

The editor, consulting editor, and business manager are chosen by the board for indefinite terms.

The board as now constituted consists of the following persons:

Regional Representatives—Southern, Paul W. Chapman; North Central, W. F. Stewart; Pacific, William Kerr, Idaho; North Atlantic, V. A. Martin, Pennsylvania.
Hawaiian Representative—Professor F. E. Armstrong, University of Hawaii.
Dr. C. H. Lane, District of Columbia.
L. R. Humpherys, Utah.
R. W. Gregory, Indiana.
H. M. Hamlin, Iowa.
F. E. Moore, Iowa.
Z. M. Smith, Indiana.

Mr. J. E. Hill, Illinois state supervisor, and Dr. C. H. Lane discussed national contests. Mr. Hill reported upon the Kansas City and St. Louis events. Dr. Lane described the proposed national public speaking contest. He advocated great caution in establishing further contests and suggested the possible elimination of some now under way, but stated his faith in the possibilities of the public speaking contest and urged its adoption.

At the annual business meeting a resolution was voted favoring the awarding by Congress of a special charter to the Future Farmers of America. Votes of thanks to those who contributed to the national contests and congress and to the publishers of *Agricultural Education* were passed. A rising vote of thanks was extended to all those who contributed to the establishment of the magazine.

Saturday morning's meeting, with Professor J. G. Lee, Jr., of Louisiana State University in the chair, was largely given over to confessions regarding the inadequacy of our supervised practice program and particularly to admissions of the weaknesses in our present systems of project accounting. This meeting was essentially a continuation of the discussion led by R. D. Maltby, Southern Regional Agent, at last year's convention.

Professor W. F. Stewart of Ohio State University, was in general charge of the reports on supervised practice. Individual reports were given by W. T. Spanton, agent for the Pacific Region for the Federal Board for Vocational Education; by Professor H. G. Kenestrick of Ohio State University; and by L. M. Sheffer, Georgia state supervisor. Because of the importance and vitality of these reports, they will be published in full in a coming issue.

At the conclusion of these reports, the Section voted to ask for the appointment of a national committee to work on project accounting in a fashion similar to that employed by the committee on objectives, involving a central meeting financed by funds of the Federal Board for Vocational Education.

Mr. L. M. Sasman, Wisconsin supervisor, presented an excellent summary of the opportunities for publicity available to agricultural education forces. This will also be published in full later.

For the first time a group of "Ten-Year men" in agricultural teacher training got together for a luncheon meeting. They voted to meet for a full day preceding the next A. V. A. convention for informal discussion and sociality. It was discovered that there are at least 31 persons in the country eligible to membership. But 13 were able to attend the first meeting: C. V. Williams, John T. Wheeler, W. G. Crandall, A. P. Davidson, N. E. Fitzgerald, C. H. Winkler, H. F. Cotterman, R. M. Stewart, H. E. Bradford, H. M. Hamlin, B. A. Walpole, C. B. Gentry, and E. C. Magill. Other ten-year men were in attendance at the convention but had conflicting dates. Dr. C. V. Williams was chosen chairman and Dr. R. M. Stewart, secretary.

Considerable interest was shown on the floor of the convention and elsewhere in the work of the committee appointed by Secretary Wilbur to deal with the relations of the states to the federal government in educational matters. Dean Emeritus James E. Russell of Teachers College, Columbia University, appeared before the State Directors Association earlier in the week as a representative of the committee and assured the group of the committee's solicitude for vocational education. "I have been a life-long advocate of vocational education," he said,

(Continued on page 5)

CONVENTION BREVITIES

"Having a man like Paul Chapman to direct the affairs of the association during the coming year seems to me to be nothing less than an act of Providence."—B. L. Cooley, Retiring President, American Vocational Association.

"During the first twelve months of its life 35 state organizations of Future Farmers have affiliated themselves with this new national organization."—Henry C. Groseclose, Executive Secretary, Future Farmers of America.

"We have in vocational agriculture material for publicity that is probably unequaled by any other educational agency in the country: the results of long-time programs of training and practice in farming under the supervision of our teachers of vocational agriculture."—L. M. Sasman, State Supervisor, Wisconsin.

"Each state must largely determine its own research program since such a program must be built on the problems of that state."—Dr. F. W. Lathrop, Research Specialist, Federal Board for Vocational Education.

"It is a fundamental consideration that in our relationship to farm organizations vocational agriculture does not lose its identity. Whenever any public agricultural education agency becomes synonymous with a farm organization in the public mind, that agency not only departs from the purposes for which it was created, but loses its opportunity to work with other farm organizations."—Ray Fife, State Supervisor, Ohio.

"If the so-called general educator in our local, county, state, and even in some of our national systems of education is not familiar with the theory, purposes and possibilities of agricultural education, it is probably our own fault and is the worst condition which has come about as a result of our own voluntary mental isolation."—Professor H. F. Cotterman, University of Maryland.

"The farmer is the lowest paid and the least respected of any of the essential workers in our national life."—Mr. C. O. Moser, President, American Cotton Growers Exchange.

We Introduce a Methods Department

IN OUR last issue we expressed our opinion of the importance of methods of teaching in the work of the teacher of agriculture. Endeavoring to carry out in the management of the magazine the conception we have expressed, we are inaugurating a special department to deal with this phase, which will be one of the most important sections of our publication.

> **"Between mere information mongers and real teachers a great, unfathomable gulf is fixed."**
>
> *—W. H. Lancelot in his "Handbook of Teaching Skills"*

The special editor we have sought out for this department is a man in whom we have great confidence. The editor learned of him first in 1912–13, when a resident, for a year, of the community in which Dr. Field had been the high school teacher of agriculture. The work he did there has scarcely been equaled since in any other community. Out of it grew the organized community effort which was later to provide the impetus for the formation of the Twin City Milk Producers Association, America's greatest co-operative, and for many of the other activities which have caused Northfield, Minnesota, to be known as one of our outstanding centers of rural life.

Since that time he has gone "from glory unto glory." For years he has been teaching at the University of Minnesota, specializing in methods of teaching agriculture. Recently he has taken a doctor's degree at a leading eastern institution. But thru it all he has maintained a reputation for practicality, for his ability to give real help to teachers.

A. M. FIELD

TRAINING—Farm reared; high school graduate; normal school graduate; graduate, College of Agriculture, University of Wisconsin; M.S., University of Wisconsin; special study; University of Wisconsin; Ph.D., Cornell University.

EXPERIENCE—Rural school teacher; principal, state graded school; superintendent, city schools; taught agriculture in high school (6 years); teacher training department, University of Wisconsin; teacher training, University of Minnesota (in charge of methods and practice teaching); teacher, Cornell University.

We hope that you will send Dr. Field many voluntary contributions and that you will respond when he asks you to write on special subjects. Address him at the Department of Agricultural Education, University of Minnesota, University Farm, St. Paul, Minnesota.—*H. M. Hamlin.*

THE most important activity of the teachers of agriculture is that of stimulating, guiding, and encouraging the learning activities of the persons who are interested in a study of the many problems involved in the various occupations of farming. The way a teacher goes about the process of stimulating, guiding, and encouraging the learning activities of individuals is called his method of teaching.

Individual differences in teachers, learners, and teaching situations naturally bring into use many different methods of procedure in the teaching processes.

The major policies regarding the treatment of problems in agricultural education as set forth in the initial issue of this magazine will be maintained in the department dealing with methods of teaching. All worthwhile contributions will receive appropriate recognition and will be presented without bias. The readers are to be accorded the opportunity to evaluate the contributions in terms of their own educational philosophy. The department is thus to be regarded as a clearing house for the best ideas in the field of methodology and it is hoped that teachers will make frequent use of the opportunity to let other teachers know about the various methods that have been found helpful in teaching agriculture.

The field of methods of teaching agriculture on a vocational basis is in special need of the results from scientific investigations and experimentation. The department will not only welcome contributions based on research studies but will also aid in organizing special research activities among teachers who desire to devote themselves to a thoro study of significant problems in the field of the major interest.—*A. M. Field.*

Agricultural Education at the A. V. A. Convention

(Continued from page 4)

"because it has been the weakest part of our system and because it is one of the most important in training for citizenship." He advocated "voluntary standardization" of education in the nation in contrast to federal domination. He urged support for vocational education because of its contribution to social welfare more than because of its contribution to individual success, saying: "The real reason for supporting vocational education out of public funds is that it is conducing to public welfare by lightening the burden of those who must carry the load. Incidentally, it lightens the burden of the individual in carrying his own load."

The Federal Farm Board was represented at the convention by W. F. Schilling of Minnesota, dairy representative. Mr. Schilling asked for the help of the schools in furthering agricultural co-operation. He urged that the schools teach honesty, for "nothing is so much needed by co-operative institutions." He discussed the dangers agriculture constantly faces because of surpluses, present or imminent. The dairy industry, which has thus far escaped the depressing influence of great surpluses, is now endangered, he stated, by increases in the surpluses in storage. There are now 32,000,000 pounds more butter in storage than a year ago, 11,000,000 pounds more cheese, and 7,000,000 pounds more milk powder, according to Mr. Schilling. Lack of organization among farmers will be the principal bar to agricultural prosperity, in his judgment.

New Orleans hospitality was very much in evidence. Visits to the Vieux Carre, ancient French section, were of interest. A trip to the Godchaux Sugar Plantation and Factory, 46 miles from the city, was unusually enlightening.

Kansas has a unique arrangement in that Professor W. E. Grimes of the department of agricultural economics of Kansas State Agricultural College is adviser of the state chapter of the Future Farmers of America.

Ohio has recently received an endowment of $4,000 for its public speaking contest for students in vocational agriculture. The interest, $240 per year, will be used in providing prizes.

SUBSCRIPTIONS

Subscriptions to AGRICULTURAL EDUCATION should be sent in immediately so that each subscriber may receive the 12 numbers for 1930. This notice applies to new subscribers and to those whose subscriptions expired with the December number.

AGRICULTURAL EDUCATION is a publication for which agricultural teachers and supervisors have been hoping and planning for several years. Every agricultural teacher and supervisor in the United States should subscribe for this valuable publication. The subscription price is only one dollar ($1) for the 12 numbers. It is only thru the generosity of the publisher and the editors that this publication can be secured for one dollar. SEND YOUR REMITTANCE TODAY.—E. M. Smith, Secretary-Treasurer, 202 Sylvia Street, West Lafayette, Indiana.

Improving Teaching by Plan

DR. R. M. STEWART, Cornell University

FREQUENTLY experienced teachers seem to express doubt as to the advisability of their making out lesson plans. They grant that inexperienced teachers should make plans, but argue that experienced teachers may use their time to better advantage. This is one of the half-truths that prevent teachers from actually becoming efficient. It is true that the teachers acquire by experience habits of control and poise that make it possible for them to think on their feet; however, the main part of a lesson plan has much deeper significance than that.

There are three aspects of every lesson unit that are always problematic however experienced the teacher is and however gifted the pupils are; and these aspects are fundamental to good teaching. These may be stated in three questions: (1) What is the purpose or end of the instruction? (2) What means are available for use in instruction, from which a selection may be made? (3) What are the most appropriate methods available for use to accomplish the purpose, or to manipulate the available means chosen?

I had the experience the other day of "going to the dentist." You know in general what purpose is involved when one "goes to the dentist." But, after all, it isn't so very clear for one never knows very accurately just what a good dentist will do with a particular tooth. I "went to a dentist" 35 years ago and he extracted a tooth. No self-respecting dentist would do that in 1930. Why? Because so many means and methods have been developed during 35 years of experience in caring for teeth that every problematic tooth must be "individualized," that is, the particular situation presented by the tooth must be *analyzed*, so that the best end may be realized in the treatment of that tooth. That is his business. No longer can we base the efficiency of the dentist upon his ability to extract a tooth; rather we base it upon his ability to determine what procedures among many possible ones he will follow in the case of that tooth, and then when the determination has been made, we base it upon his ability to follow that procedure with effective techniques and corresponding skill.

Teaching Situations Differ

What does this show for the task of teaching? First, we shall agree, I am sure, that there are no "cut-and-dried" methods in teaching a lesson in vocational agriculture. The problem that is involved is the realization that the purpose must be analyzed into more definite elements. This is done in the light of (1) the need for its solution on the part of the particular pupils to be taught, (2) the available means for teaching, and (3) the most appropriate methods of presentation. In other words, experience gives facility in carrying on the analysis and in carrying out a procedure skillfully, but it does not ever provide an infallible pattern for all teaching situations. Each has in it differences from set situations. These differences furnish the necessity and opportunity of good teaching. If otherwise, then the dentist would still be extracting teeth as the only way to treat teeth. In other words the good teacher is concerned about the differences that changing needs and conditions uncover.

It is clear to you, I am sure, that the most interesting thing about teaching as a vocation after all is the fact that the purposes do change, that new and better facilities multiply with practice and the help of science, and that methods must be adapted to the new demands. Part of this change is due to improved practices, part to scientific and other information, and part to enriching appreciations of the values involved in the lesson unit.

An Illustration

In order to make still clearer the value of analysis preparatory to a plan as the basis of improving teaching, let us turn to a particular problem appropriate to vocational agriculture. Suppose that we have a feeling sense of the need that the corn plant should be protected against the cornborer. The purposes or end is then to do just that. What is involved in realizing that purpose thru teaching? If the cornborer is damaging fields of corn, is migrating in the direction of the patronage area where the teaching is to be done, I, as the teacher, may feel very strongly the need for doing something. But what? I must analyze the situation so that I may appreciate its significance, know what is involved, and carry out certain activities to make it a genuine experience. There is no purpose of any importance for learning that does not require analysis to a degree sufficient to uncover the possibilities which the problem involves. Analysis of the cornborer situation helps me define what I may plan to do or find out. It reveals the facilities for fighting the pest.

What would such an analysis reveal? I find that the damage done is great, that the damage done is of a particular type, that there are certain kinds of "host" plants that complicate the control, that the spread of the area of contamination is so and so, that migration took place in certain directions, that the borer has certain characteristics, that it has particular feeding habits, that it operates according to seasonal changes, that certain means for combating its spread are promising (or not), that the Federal government is active. Now I know better what can be done. How can a teacher teach an instruction unit like this without an analysis and a plan?

When I went to my dentist 35 years ago, he proceeded to extract my aching tooth. Last week another dentist diagnosed a similar situation and then determined upon the alternative procedures that might be followed in the case. Then he proceeded to pursue a particularized course of action. I noticed that he laid out a rather elaborate array of instruments. He set himself in readiness. I might well have asked him: Are you going to use all of those instruments on me? He proceeded now with this instrument, now with that. He didn't use all of these instruments of course. He selected instruments thruout the performance according as they had been designed for service in the hands of a skillful dentist. Teaching is not unlike that. Tho we have multiplied means and changed methods accordingly, we do not aim entirely just to use a great variety of methods—field trip, laboratory, lecture, supervised study, survey, project or what not—just to use them; rather we have devised these so that when we teach we may have available methods most appropriate to what needs to be done or thought in order to solve the problem and realize the purpose. It is in this sense that the development of devices and methods is so important in teaching. The lesson plan makes such appropriate selection possible.

In the light of purpose, means, and methods that inhere in every problem, each teacher should be able to exercise the freedom in plan of teaching that his training and experience warrant, but he should not fail to check his performance against the essentials that good teaching involves. These essentials may be stated as questions somewhat as follows: Have I analyzed the situation that gives rise to the purpose sufficiently to give the lesson unit a genuine setting? Has the vocational purpose been made definite? What are the main factors that will constitute the skeletons of teaching procedure? What will likely be the most effective approach-factor, that is, the best to release the learner's interest in the process? What are the most appropriate forms or methods of teaching such selected factors? What shall be the best set-up of the teaching situation in the light of the determinations made? And how shall I check my teaching to see if I have done what I set out to do? Who says that a teacher can improve his teaching without formulating plans to control his teaching? Do we have the tendency in teaching vocational agriculture — because of the greater need for the practical emphasis or otherwise—to neglect the better principles of well-organized lessons? Our ranks, I believe, have a larger proportion of good teachers than other fields of teaching, but may we not improve our teaching greatly especially in the directions suggested in this discussion?

Professor William R. Hart, who was the first head of the first college department of agricultural education ever established, that of Massachusetts Agricultural College, which was established in 1907, died on October 20, 1929, at Santa Barbara, California. Professor Hart had remained in active service at Amherst until his seventieth birthday when his retirement became necessary in compliance with the Massachusetts law. His retirement took place on March 31, 1923.

Carl G. Howard of Sheridan, Wyoming, master teacher for 1928, has taken the place of W. A. Ross as state supervisor. Mr. Ross is now with the Federal Board for Vocational Education.

New York has abandoned its state news letter and is depending on *Agricultural Education* for material of the sort it formerly carried.

The Problem Method in Vocational Agriculture

DR. C. R. WISEMAN, South Dakota State College

DOUBTLESS most vocational agriculture instructors have a rather firm faith in the "problem method" but as yet many lack clear objectives and a refined technique for using it.

The following procedure was used by the writer, as state supervisor, at a group meeting of six vocational agriculture instructors at a one-day group conference at Canton, South Dakota.

The first period of time was used by the supervisor and instructors in a roundtable discussion for opening up the problem. Following this the local instructor, Mr. Nelson, directed the activities of his agricultural class for about ninety minutes. The problem for the day was "Shall Alvin Haugen market his potatoes now?" (Alvin, a classmate, had just harvested his potato project.)

The following outline was used as a guide in the discussion which followed the class activities. The demonstration problem served excellently to furnish "raw material" to discuss and to stimulate many descriptions of problems that had been used by the other instructors.

I. What constitutes a genuine and satisfactory problem in vocational agriculture? Which of these six types do you prefer? Rank them. Justify your decisions.
   1. Problem growing out of home projects:
      In their swine projects, Harry Manning, Joe Steele, and William Manning, class members, are all confronted with the problem of feeding their sows and litters.
   2. Home farm problem:
      John Carlson reports in class that his father is planning to build a new central hog house.
   3. Neighbor problem:
      One of the class members reports that Levi Jones, a farmer neighbor, is planning to hog down 20 acres of corn This is not a common practice on the home farms of any of the boys.
   4. Neighborhood problem:
      It is reported (September 10) that James Carey, a farmer in the community, has hog cholera on his farm.
   5. Problem secured from an agricultural journal:
      H. S. from Pine County writes: Are potatoes good feed for hogs? Will they take the place of corn in a fattening ration? What other feed is necessary to make a balanced ration? We have oats, milk, and alfalfa leaves. Can potatoes be used extensively in a ration for brood sows?"
   6. Problems taken from the textbooks:
      a. Using the common feeds of the region, prepare a ration for a moderately worked farm horse and see how it compares with the Morrison standard.
      b. How many bushels of ear corn will a wagon box 2 feet deep, 3 feet wide, and 11 feet, 9 inches long hold? How many bushels of corn would this shell? How many bushels of shelled corn would the wagon box hold? How much would the wagon box of ear corn weigh? How much would the wagon box of shelled corn weigh?

II. What place should problems occupy in our work in vocational agriculture?
   1. Shall problems be given the central place in class work or shall the formal presentation of topics be given first and following that use problems for purposes of review to apply and "clinch" what has been presented?
   2. Is it desirable to have two sets of problems of the same kind, one set to be used for "teaching" purposes and the other set to be used for testing or applying purposes?
   3. Can you conceive of your course in animal production being made up very largely, or to at least 50 percent, of problem solving?

III. What should be the general "movement" or steps in solving problems?
   1. Who shall propose the problem, students or instructor?
   2. How can the instructor guide the discussion so as to lead up to the pupils proposing the problem?
   3. How can the statement of the problem be best formulated and stated so as to get it clearly before the class?
   4. How can the instructor and the student best plan out lines of attack on problems so as to eliminate lost motion?
   5. How can the teacher secure a proper division of labor in the class for attacks on problems?
   6. Shall the whole class attack one problem or may class sections or individuals work on different problems and later report back to the class.
   7. How can we prevent too hasty conclusions?
   8. When is a problem solved?

IV. Applications.
   1. How can teacher demonstration and pupil laboratory work be made to serve in problem solving?
   2. To what extent is it feasible to have the main purpose of a field trip the solving of a problem?
   3. How can special reports be made to fit into a problem technique?
   4. What place has the use of the blackboard in the problem method?
   5. What place has the notebook in problem work?
   6. Are problems desirable in project study?
   7. Can the solution of a new problem reasonably be made a test?
   8. An agriculture teacher kept a card file of all agricultural questions asked of him by his farmers. What use could be made of these questions in the classroom?

Farm Mechanics Hints

COMBINING forces in a most valuable and satisfactory manner the Farm Mechanics and Soils Crops classes worked together in constructing a hot water heated hot bed.

The plumbing and constructing was done by the Farm Mechanics class. An old stove was resurrected for heating which had formerly been used in the school system but had long since been cast off. Boys in the class got some old pipe which had been used in the oil field but had been discarded. By clever manipulation an efficient heating apparatus was installed.

Soil preparation and seed planting were attended to by the Soils and Crops class who sterilized and fertilized the soil and planted wilt-resistant varieties of seeds. All seeds were disinfected before planting. Cabbage, tomato, celery, pepper, egg plant, and cauliflower plants were grown.

Arrangement was made with a local seed merchant to dispose of all plants not used by agriculture boys. The total cost of materials for the hot bed was $24.78 and the gross returns to date have been $28.92.

This co-operative project accompanied our evening school for adults on the subject of gardening and has proven to be of immeasurable value educationally as well as a success financially.—*H. C. Moor, Robinson, Illinois (Fan Mill).*

In order to finance a farm shop without needless expense, the course of study used for this work should be based largely on the project method. The project method permits of the use of three plans for financing the work done by the student.

These plans are: first, building or making appliances for people who will either furnish the material or will buy the article; second, repairing the tools and farm equipment; third, rebuilding discarded machinery. In each case, the project must be taken with the aim of learning the method and procedure, and it must be of such a nature that the finished article can be used.—*Joseph N. Skousen, Duncan High School, Duncan, Arizona.*

"Growing Corn for Grain" is a 49-page mimeographed bulletin of Virginia Polytechnic Institute, prepared as a teacher's manual by H. W. Sanders for use in connection with V. P. I. Bulletin No. 9, 1929. It contains a very detailed analysis of subject matter and also suggestions for teaching the corn unit.

A New Plan of Agricultural Education

R. B. SMITH, State Supervisor, Arkansas

A NEW plan of argicultural education that should attract the attention of those interested in rural education has been developed in Arkansas recently. The new plan was started back in 1925 in Faulkner County as associated vocational agriculture schools, a co-operative experiment on the part of County Superintendent A. A. Parsons, and the state supervisor of agricultural education, E. B. Matthew, of the state division of vocational agriculture education, and recently is being extended to other counties of the state by Hon. J. P. Womack, state director of vocational education.

The schools are called Associated Vocational Agriculture Schools, because they are associated with the state plan of Smith-Hughes vocational agriculture education. The four major types of American government, federal, state, county, and local boards of education, co-operate in helping to equalize educational opportunities for rural boys and girls in a way that is Utopian in theory and wonderful in practical results.

Procuring Trained Teachers

For a number of years Faulkner County has had Smith-Hughes teachers in two communties, and tho the work was successful, Mr. Parsons was not satisfied with the number of farm boys being reached when the county was considered as a whole. Therefore he requested that a part of the Smith-Hughes money be used for an agricultural supervisor, and the balance, supplemented by county and local communities be used in a larger number of rural schools.

Many of these are small high schools, not large enough to justify the expense of a full-time Smith-Hughes instructor, so trained men who were qualified to serve as principals and also to teach one or two classes in vocational agriculture, were hired. The larger salaries make it possible to secure the service of much better trained men than formerly, in most of the schools. C. R. Wilkey, a trained and experienced Smith-Hughes teacher with a master's degree, is employed by the county board of education to give about one-half of his time to supervision and the balance to teaching agricultural part-time and evening school classes in the various communities of the county in which there is a fair road system.

In some states the combination of principal and vocational agriculture teacher has not proved successful because some men gave more attention to one phase of the work and neglected the other. This is prevented in Faulkner County by the supervisor who is also trained as a general high school supervisor, and together with the county superintendent gives careful attention to see that there is a well-balanced educational program in each community.

We cannot build rural communities with superintendents of rural consolidated schools who have been trained for a city educational system. Neither can we build sound community agricultural education programs with agricultural teachers who are not well trained in the fundamentals of general education. The Arkansas plan of associate vocational agriculture schools demands that only trained, rural-minded principals shall head the schools. He should not only have the qualifications in education, but should have the equivalent of a major in pure agriculture with a certain amount of special methods work in teaching vocational agriculture.

Something for Everybody

Last year eight communities in strategic locations of the county had departments of vocational agriculture. With the help of the county supervisor and the local advisory committees, each instructor formulated programs of agricultural education with definite goals for achievement. There was something in this program for everyone living in the school district.

For the boys and girls from 10 to 14 years of age there was the 4-H Club work, designed to consider the most of the features and functions of the pre-vocational education as understood by educational leaders. Those in the higher grades were enrolled in a more concentrated and advanced type of vocational agricultural education, similar to that found in the regular federally-aided Smith-Hughes schools. The farm boys 14 to 21 years of age who were not attending school were offered part-time work in agricultural and civic improvement subjects, while the adult farmers were given evening school instruction in agriculture.

In order to make these community programs function to the best advantage the Conway business men and civic clubs give generous prizes to support a system of county agricultural contests and do many other things which have helped in bringing the county plan out of the experimental state into one of real success.

Last year, not counting the returns from the pre-vocational club work, the labor returns from educational-supervised farm practice of individuals in systematic vocational classes were $63,401. This is practically an average of $8,000 per school and nearly eight times the total cost of instruction and supervision. A study of federal statistics made in 1926 shows that South Carolina had the lowest per capita cost of vocational agriculture education in any state in the South, which was $36.13. In Faulkner County the per capita cost last year was only $22.01.

Schools Are Social Centers

It is not only along the lines of agricultural education and low costs that this new plan stands out so prominently, but the work has been the means of making the schools the social centers of the communities, thereby resulting in greater general school interest. Where the teacher is visiting farm homes and supervising his farm practice work, as head of the school he can do much in developing the interest of general education. This has led to voluntary requests for consolidation and applications for vocational training by several districts. The demands came in so rapidly that this year fourteen communities are developing to such an extent that County Superintendent Parsons says vocational agriculture education is now in reach of practically every farm boy in the county.

It would take too long to tell how other agencies interested in the social and economic needs of the county are helping to develop what Mr. Parsons likes to call a "County Program of Rural Education." Many states give aid for teaching agriculture; all give aid from state or federal funds for teaching vocational agriculture, and in many cases this aid goes only in the larger schools where the main interests are other than in real vocational agriculture; but here is a plan that functions in small rural junior high schools where the interests are mainly agricultural. The economic factors and the unusually efficient and practical results of the unique plan of rural education are such as to justify a careful study by rural educators and others who are interested in the subject. So far as I know nothing like it has been developed in other states.

Bourbon Stock Yards Show and Sale

THE Fat Stock Show of the Bourbon Stock Yards, Louisville, Kentucky, distributed $880 in prizes to students in vocational agriculture on November 13, 14, and 15. Premiums for carload lots entered by county high schools were given as follows: $150, $125, $75, $50, and $45. Prizes were also given for the best five calves from county carloads, the best single steers or heifers from county carloads, and the best five baby beef calves from counties not exhibiting carloads.

The winning carload, from Clark County High School, was sold at $15 per hundredweight. The second carload went at $14.50. Liberal premiums were paid on other offerings.

Sixty vocational boys and teachers were in attendance.

A committee of four, chosen by the board of trustees of the Future Farmers of America, met with the national adviser, Dr. C. H. Lane, at New Orleans, during the convention of the American Vocational Association to discuss general policies for the Future Farmer organization. The members of the committee were Paul W. Chapman of Georgia; H. O. Sampson of New Jersey; William Kerr of Idaho; and E. E. Gallup of Michigan.

The development division of the Chicago Great Western Railroad, 122 South Michigan Boulevard, Chicago, has issued a 63-page printed bulletin which includes 506 questions which have been asked by farmers of their agricultural extension lecturers. Answers to some of these are given. The compilation is of value to schools in their territory in compiling their courses of study.

Evening Class Work in Georgia

GEORGE H. KING, State Itinerant Teacher Trainer

IT HAS always been customary in answering the question as to those benefited by the teaching of vocational agriculture in the high school to quote the words of the vocational education act in replying, "Those who have entered upon or who are preparing to enter upon the work of the farm."

However, in the past, special stress has been placed upon the teaching of those who *may* enter the work of the farm to the possible neglect of the greater percentage of those who *have* entered upon the work. Whether this is wise from a vocational standpoint is at least highly problematical.

This phase of teaching vocational agriculture has appealed to me for some time, so several years ago I began holding evening classes, using the Winder High School at Winder, Georgia, as a central point. These classes met with very indifferent response until it was finally decided to meet in the rural centers about Winder. The success of these classes was assured from the beginning.

In the winter of 1929, with the help of two seniors from the division of rural education of the Georgia State College of Agriculture, two outstanding evening classes on "Cotton Production" were held in outlying school districts. As a result of these classes a total of 157 farmers were reached in the two. This amounted to 75 percent of the farmers in one district and 90 percent in the second. The classes affected 1,852 acres of cotton and the value of the changes in practices in the use of fertilizer alone amounted to $18,713, according to the experimental data used in the teaching of the classes which is the method now used in the state.

For example, if the experiments taught show that for cotton 18 pounds of ammonia gives a net profit of $2.93 per acre over no ammonia and 36 pounds of ammonia shows a net profit of $9.50 per acre, and the farmer is persuaded by this evidence to increase his amount of ammonia from 18 pounds to 36 pounds, his experimental income is $6.57 per acre. If this evening class member practices this increase on 20 acres then he is evaluated at $131.40 on ammonia alone. This method eliminates the necessity of trying to persuade the farmer to keep a record, making it much easier for the teacher to evaluate his class in a more satisfactory way and probably in a more accurate way since there are very few instances of an evening class member keeping any accurate record of an enterprise.

So successful were these classes that on July 1, 1929, I entered the service of the division of rural education as itinerant teacher trainer, specializing in evening class work.

The duties of the itinerant teacher trainer in this state are developed about the improvement of methods in evening class teaching with the teachers on the job. In order to make the itinerant teacher trainer efficient it seems best to work thru districts and groups rather than with individual teachers and schools, so that contact is made with the teachers thru the district meetings.

In addition to the contacts made in the district meetings the itinerant teacher trainer holds classes in at least two schools of each of the five districts in order that the teachers in that vicinity may come in and observe the material taught and the method of presentation.

The material used for evening class work is selected by the members of the division and its organization for teaching suggested to all teachers in the state thru the medium of the monthly bulletin published by the division of rural education, "Teaching Agriculture."

For the year 1929–30 we are concentrating on the two main enterprises of the state: cotton and corn, teaching soil improvement crops in the fall as a part of the corn enterprise, and finishing the class on corn in the spring just before turning under the winter legumes.

The class on the cotton enterprise will be taught in the winter. Since cotton is the most important crop in the state each teacher of vocational agriculture is planning to hold an evening class on "Cotton Production."

The evening class program for 1929–30 has been built around the complete project program as is taught to the all-day groups, namely, a cash crop, a supply crop and a soil improvement crop. As can be seen these three types of crops are covered in the two evening classes conducted by each teacher.

How the general public feels toward these classes may be seen from the following editorial carried by the Savannah Morning News of September 23. We quote in part:

"Tucked away under a small heading and toward the bottom of the column the Tifton (Ga.) Gazette the other day coined one of the most important and interesting stories seen in a long time. Here it is: 'Professors W. L. Harmon, B. L. Southwell, and H. W. Rankin visited Omega Tuesday night, attending the night class for adult farmers being instructed by Professor M. G. Nessmith, teacher of vocational agriculture in the Omega Consolidated School. Mr. Harmon reports a fine attendance of adult farmers at the night class which includes instruction in general farming.'

"Important, why? Because farming is the basic vocation of the people of this productive, creative section and there are adult farmers so anxious to learn more and more accurately about their basic business that in one of the busiest seasons of the year they go to night school. It is important in symptomizing an entirely new era in farming, an era in which the old prejudices against book farming is passing, when the trained teacher, the scientific expert, is recognized for what he has demonstrated, that he can give the practical dirt farmer some things he can use in making better crops and easier and more profitably.

"Interest, how? Because here is a case in which the regular familiarly known, everyday seen teacher of vocational agriculture in the high school, finds that the daddies of the boys he teaches in the daytime will come and sit up nights with him to learn the things that have made the boys' work such an inspirational exemplary success."

How the teachers of vocational agriculture in Georgia are meeting this demand for organized instruction in evening classes may be appreciated from the fact that from August to the middle of October about sixty evening classes have been held by the teachers in the state on: "Increased Crop Production Thru Soil Improvement Crops," in which over 1,500 farmers have been reached. During the entire year of 1928–only 6 classes, reaching a total of 15(farmers had been conducted before this time last year.

Cotton Farmers Studying "What Fertilizer to Use," Dry Pond Consolidated School, Jackson County, Georgia

The Advantage of Giving Evening Class Instruction in Vocational Agriculture

G. A. SCHMIDT, Colorado Agricultural College

THE following condensed statements show some of the more important advantages of offering systematic evening class instruction in vocational agriculture to adult farmers.

1. Teaching evening classes gives the vocational agriculture instructor one of the best opportunities to become personally acquainted with farmers in the community. This acquaintance enables the teacher to make better use of the farms in the community for effective field work with the other classes.

2. Teaching evening classes acquaints teachers with the farming problems in the community. One really does not understand the agricultural problems in a community until he begins to help farmers solve their actual and present problems.

3. Evening class instruction is an important factor in developing better cooperation with their boys on the part of the parents in the home project work and in other supervised farm practice work conducted by the all-day and part-time pupils. Adults who have attended successful evening classes are always more willing and eager to help their sons to succeed in the practical work these young men do on their home farms.

4. Evening class instruction is a big factor in developing among farmers a favorable attitude toward all-day and part-time instruction in vocational agriculture. When farmers see the practical value of effective evening class instruction they always acquire a more wholesome respect for the other types of instruction offered in vocational agriculture.

5. Teaching evening classes always tends to make the teaching in the all-day agricultural classes more practical. It tends to vocationalize the all-day program because of the intimate contact the teacher makes with the farmers and with their farming problems.

6. Evening class instruction in vocational agriculture should be a factor in improving the economic condition of the farmers. Attending evening classes gives each farmer opportunity to solve some of his own problems. It gives the farmer an excellent opportunity to profit by the experiences of other farmers in the community, and it offers the best opportunity to each farmer to recognize and to think more clearly about his particular problems.

7. Evening class instruction is one of the best means of developing a real cooperative spirit among farmers in a community. The pooling of the experiences of the farmers, the discussion in common of their problems, and their interchange of ideas, all tend to make farmers work together more harmoniously; a tendency, once acquired, easily paves the way to other co-operative movements.

8. Evening class instruction enables the teacher and the school district to render a greater educational service to the community. This increased service is always a factor in developing a more favorable attitude toward what the school is attempting to do.

9. Evening classes bring taxpayers into direct contact with the school system. If the taxpayers, themselves, profit by the instruction, as they undoubtedly will in a successful evening school, they think less antagonistically about school taxes, and tend to criticize them less, and to accept them more sympathetically.

10. Teaching evening classes develops in the teacher of vocational agriculture more pride in teaching and gives him more prestige in the community. The contacts he makes with the farmers and the experiences he gets in helping the farmers solve their problems makes the teacher feel that he has a real man's job and that he is doing big things with real men. This feeling, in turn, causes him much more enjoyment in his work in the community as a whole.

11. Evening class instruction is a factor in lowering the per capita cost of instruction in vocational agriculture. The greater the enrollment in vocational agriculture classes the greater is the spread of the cost of the instruction and of the supervision of the supervised farm practice work.

ONLY ADULTS CHANGE THE SOCIAL ORDER

"That new social order desired by all intelligent people will, of course, be achieved—and by education. But it will not be achieved by the education of children. Something of a clue to the process can be found in Denmark, where education has made the social order of the countryside and the village over in less than a century, but it is not the education of children that has turned the trick. That miracle was achieved and it is being defended by the education of the adult generation, specifically the adults from 18 upwards. Educational reconstruction must begin where education really begins. That is not with children, but with young adults: these are still young enough to learn, and yet old enough to defend their new learning and their new outlooks, if any, against the drift and the stupid repressions of the traditional community."—Dr. J. K. Hart of the University of Wisconsin in "A Social Interpretation of Education."

Three Unique Evening Schools

DURING the winter of 1928–29, students training for the teaching of vocational agriculture at Oregon Agricultural College, under the direction of Professor H. H. Gibson, managed three evening schools in communities near the campus which do not have day work in vocational agriculture. Thirteen of these seniors actually conducted evening school meetings; nine assisted in other ways.

Recruiting, organizing, and teaching were all in the hands of these inexperienced boys. Local farmers' organizations and Professor Gibson gave some assistance but the responsibility lay with the trainees.

Professor Gibson describes the response of the farmers to the student teachers as very excellent, much better than it would have been to a relatively strange extension worker, and better than it often is to a regular teacher of vocational agriculture. There are sufficient demands from communities near Corvallis this winter to warrant the establishment of schools with at least 200 enrolled, if help were available.

These evening situations have provided the boys with challenging jobs; they have confronted them with problems of the sort they must meet later. Each evening meeting was very carefully planned and rehearsed before fellow students and instructor before attempted with the farmers.

Commissioner Cooper on Federal-State Relationships in Education

A RECENT statement by Dr. William John Cooper, United States commissioner of education, with respect to the Office of Education over which he presides, printed in the *Educational Record*, is significant now that Federal-State relationships in agricultural education are being so carefully considered. Dr. Cooper said in part:

"The work of the Office of Education that may legitimately be expanded seems to me to lie in the fields of survey and investigation.

" . . . In investigations undertaken by the Office of Education I believe that efforts should be directed toward discovering trends and establishing techniques. . . .

"In other words, we shall do for every person who is charged with the administration of schools what the Department of Commerce may be reasonably expected to do for the business world. Let us say in effect, 'Gentlemen, this is the situation, and this is the present trend, and if you see in it anything that enables you to use your school money to better advantage, well and good.'

"After we have said that, it is no concern of the Office of Education if the State of New York acts in one way and the State of Georgia in another way. It may be that from such information the governing authorities of the Catholic Church will proceed in one way, and those of the Lutheran Church in another way. It should be a matter of supreme indifference to the Office of Education whether a school system, either public or private, acts on its findings. . . .

"I feel that it would be a serious mistake for us to undertake any administration of education ourselves. Let the Office interpret education, discover trends, suggest methods of study, and in occasional situations where an umpire is needed and nobody else is willing to take the risk of being killed, let us come in and serve as an umpire."

Records for Local Departments

PAUL I. BARKER, Iowa State College

THE writer recently completed a rather extensive canvass of the record systems in use by local departments of vocational agriculture thruout the United States and attempted to evolve, on the basis of the suggestions received and his own experience, a system of records adapted to Iowa departments.

Information was secured in six different ways:

(1) Each of the state supervisors was asked to name four teachers who have outstanding record systems. Forty-one supervisors responded.

(2) The men named were asked to indicate the items included in their systems.

(3) The same request was made of all of the teachers of vocational agriculture in Iowa.

(4) The suggested items received as a result of (2) and (3) were rated as to relative importance by a majority of the Iowa teachers.

(5) Several departments in Iowa which have good record systems were visited personally.

(6) The existing literature on the subject was summarized.

As a result of this study, it appeared that the following items ought to be included in an adequate system of records for Iowa conditions:

A.—Day Students

List of students by names and courses.
Personal Data:
1. Name and address of student.
2. Date of birth.
3. Age.
4. Date student entered the department.
5. Date leaving school.
6. Organized courses taken in the school.
7. Farm experience record.

Scholastic record of student:
1. Grades.
2. Courses completed.
3. Extra curricular activities.

Supervised farm practice record:
1. Kinds of projects carried.
2. Summaries of projects carried.
3. Outline of projects.

Follow-up record after leaving school.
Record of projects carried as class projects.

B.—Part-Time Students

List of students by years and courses.
Outline of courses taught.
Personal Data:
1. Name and address of the student.
2. Age of student when entering the department.
3. Date student entered the department.
4. Parents' name and address.
5. Occupation when taking course.
6. Courses completed.
7. Improvements made in farm practices due to the course.

Supervised farm practice record:
1. Projects carried.
2. Records of projects carried.

Scholastic record of student:
1. Grades.
2. Attendance record.

Follow-up record after leaving school.
New practices introduced on home farm.

C.—Evening School Students

Lists of students by years and courses.
Personal Data:
1. Name and address of the student.
2. Age.
3. Present occupation (while taking course).
4. Teacher's visitations to student's home.
5. Courses taken.

Scholastic record of student:
1. Record of attendance.
2. New practices started.

Records of supervised farm practice:
1. Projects carried.
2. Record of projects.
3. Improvement program for home farm.

Follow-up of student after leaving school.

D.—Community Program

Outline of long-time program for community.
Outline of annual program of work.
List of co-operators:
1. Individuals.
2. Organizations.

List of classified talent and "key" men.
Yearly summary of work done.
Record of community meetings.
Activities sponsored and supported:
1. Fairs.
2. Ag. Club program.
3. Demonstrations.
4. Exhibits.

Community survey showing:
1. Farmers outstanding in the various enterprises.
2. Types of farming in the community.
3. Livestock production efficiency.
4. Crop production efficiency.
5. Purebred seedmen.
6. Purebred stockmen.
7. Community interests.
8. Community needs.

Record of individual services rendered by instructor.
Map of community.
Plans of test plots conducted in community.
Speakers imported to aid in teacher's program.

E.—Pre-Vocational Work

Names and addresses of juniors:
1. Seventh and eighth graders.
2. Juniors in rural schools of high school's territory.
3. Children of school age out of school.

Records of 4-H and other clubs:
1. Projects carried.
2. List of vocational agriculture student prospects.
3. Names of club members' parents.

Personal data on agriculture student prospect:
1. Age.
2. Opportunity for supervised farm practice.
3. Date to enter high school.

List of all students in school interested in agriculture.
List of club projects.

F.—Publicity Work

Clippings of material published:
1. In local papers.
2. In state or valley papers.
3. In farm magazines and periodicals.
4. In school papers.
5. As student write-ups.

Record of demonstrations made.
Record of exhibits displayed.
Record of successful publicity stunts.
Summary of results of publicity program.

G.—Inventories

List of agricultural equipment and valuation.
List of shop equipment and valuation.
Library books, their age and value.
List of bulletins.
List of magazines with subscription expiration dates.
Mailing lists.
Yearly requisitions.
List of advisory committee.

H.—Courses of Study and Related Material

Outline of courses taught:
1. Animal husbandry.
2. Farm crops.
3. Farm shop.
4. Farm management.
5. Soils.
6. Horticulture.
7. Evening school courses.
8. Part-time school courses.
9. Poultry.
10. Dairy courses.

Agricultural course of study by years.
List of objectives for the year.
Record of actual work taught.
Texts used.
Long-time program.
Shop jobs taught.
Seasonal outline of work.
References by courses:
1. Bulletins, books, clippings, etc.

I.—Reports to State and Local School Officials

Duplicates of all reports asked for by state office:
1. Annual report.
2. Project reports.
3. Outline of courses:
   (a) Evening school courses.
   (b) Part-time school courses.
   (c) Day school courses.

Reports to local school officials:
1. Expenditures of the department.
2. Reports of supervised practice work.
3. Teams trained.
4. Complete yearly summary of work of department (Narrative).

J.—Expense and Effort of Agriculture Instructor

Complete cost account of the department.
Mileage.
Expense on all business trips.
Visits to fairs.
Items most important in department financial account:
1. Postage.
2. Equipment.
3. Library additions.
4. Farm shop additions.
5. Farm shop income and expense account.
6. Transportation.
7. Individual expense on official work.

K.—Individual Services to People of the Community

(Continued on page 16)

Standards for Supervised Practice

H. D. ELDRIDGE, Greeley, Colorado

THE possibility of developing objectives and efficient standards in measuring these objectives is not new to vocational agriculture. It would be a new development, however, if any two states agreed in objectives and efficiency standards.

Mr. L. R. Davies, Colorado state supervisor in agriculture, showed as a result of a nation-wide survey that there is not only no co-operative agreement between states regarding project objectives but that the standards adopted are neither a measure of efficiency or the future development of the pupil in such project work. His article, "Standards in Supervised Farm Practice," as published in the News Bulletin of the American Vocational Association, Volume 4, Number 2, is an interesting research report.

Professor G. A. Schmidt, teacher-trainer at the Colorado Agricultural College, has defined a home project as "A productive farm enterprise, related to the school work and supervised by the instructor, carried to completion on a strictly business basis, requiring careful study, planning, recording, and execution, summarized and reported upon at its close." For our purpose, we shall consider that a supervised practice program is a combination of related projects conducted on a farming basis over a long period for the purpose of getting the pupil started in farming.

An objective is a goal to be attained and an efficiency standard is a measure of the success attained in reaching that goal. It becomes apparent that an objective without efficiency standards is like a yardstick without numerals. That is to say, an objective may or may not be attained, and to that extent is measurable, but the degree of success attained in reaching the goal cannot be accurately determined without accepted standards of measurement.

If we accept as the ultimate objective of supervised practice work, of which projects form an integral part, that objective of getting boys started in farming then our major task is to develop acceptable efficiency standards. With individual states varying to a large degree as to the kind of standards already adopted and in use, it appears futile to suggest other standards. However, growth requires a change of state, even tho embryonic. We venture to present the following requirements before state or inter-state standards can be efficiently applied:

1. They must be equally applicable to all parts of the state or group of states.
2. They must be measurable quantities rather than abstract generalizations.
3. They must be true measures of efficiency.
4. They must be accepted by a majority of teachers and applied impartially.

The following project standards are suggestive of the type and scope of efficiency standards which may be developed:

1. The scope of project work in a supervised practice program shall be materially increased from year to year.
2. The total project income shall increase.
3. Project costs of production shall be reduced to that of the most efficient farmers.
4. There shall be accurate and complete records on each project in the supervised practice program.

A larger percentage of pupils shall be engaged or preparing to engage in farming.

More specific objectives and standards may be developed on the enterprise basis than is possible on the project basis. The accompanying tables illustrate the point.

Uniform project and enterprise standards may not be developed for many years. Local departments of vocational agriculture could and should set up such standards as are adaptable to local conditions. Such a procedure would insure a much more accurate measure of the success of our supervised practice programs than is now possible.

Are We Considering This?

OUR national heritage covers 1,903,000,000 acres. Of this, 505,000,000 are classed as improved farm lands, capable of producing crops. Only about 350,000,000 acres are actually producing crops. On those 350,000,000 acres American farmers are annually producing vast stores of foodstuffs, which supply the demands of our own people and overrun into the markets of the world.

"It is hardly too much to say that American farmers could, by using intensive methods on the whole 505,000,000 available acres of farm lands, double this crop. This would disastrously break the price. The threat of possible surpluses too great to handle is always present."—*Arthur M. Hyde, Secretary of Agriculture.*

The Teacher's Responsibility in Transporting Students

A COMMITTEE of the California Agricultural Teachers Association headed by Mr. A. L. Price has recently made a thoro investigation of the legal responsibility of teachers of agriculture in transporting pupils. They find that, under the California law:

"In every case of accident due to negligence on the part of the agricultural teacher or his agent, the agricultural teacher is liable and can be sued. The new law makes the school board liable and the person sustaining injuries first sues the school board, who may, in turn, sue the agricultural teacher.

"It was found that if the teacher received compensation for transportation of students directly or indirectly, his public liability insurance would not cover the accident, but, if said teacher received compensation for his **own** transportation and **not** the transportation of his students, his public liability insurance would cover the accident.

"It was found that the teacher was just as liable in case of accident if he were driving a school car, a school bus, or his own car; or whether he received mileage for his transportation, a flat sum, or whether he received no compensation whatever (in that the school may sue him for any damage they may have to pay as a result of his negligence) and he is directly liable for accidents caused by his own vehicle.

"It was further found that several of the more reliable insurance companies will write the agricultural teacher insurance that will cover this liability and furnish a rider to the policy which specifically states that he is allowed to receive compensation for **his own** transportation in carrying on his work at the regular pleasure and business car rate."

The committee recommends:

"1. That every agricultural teacher carry public liability and property damage insurance on his car.

"2. That every teacher carry this insurance in a company that will furnish this rider to the policy which states that he may receive compensation for his own transportation.

"3. That every agricultural teacher secure a statement from his school board and principal to the effect that he is receiving compensation for his own transportation and not for the transportation of his students.

"4. That every agricultural teacher get a copy of Assembly Bill 595, Section I, Code 1714½.

"5. Recommend to their local trustees that any school vehicles used by the agriculture department be covered by proper liability and property damage insurance."

"All true education above rudimentary, mechanical training is in the main self education with assistance, under guidance and stimulation . . . What we need is personal thought as compared with receptivity." — *Dr. A. Lawrence Lowell, President, Harvard University.*

Swine Enterprise Objectives and Standards

Enterprise Objectives	Efficiency Standards			
	Total Number of Litters	Cost per Pound	Net Profit	Percent Feed Raised
1st Year: 2 sows	2	$ .08	$ 100	50
2nd Year: 4 sows and 1 boar	6	.07	200	60
3rd Year 8 sows and 1 boar	12	.06	500	80
4th Year: 16 sows and 1 boar	24	.05	1,600	90

(Junior partner with Dad.) Eight pigs per litter raised.

Poultry Enterprise Objectives and Standards

Enterprise Objectives	Efficiency Standards				
	Production per Hen	Cost per Dozen	Cost of Pullets	Profit per Hen	Net Profit
	Eggs				
1st Year: 100 pullets—1 house	0	$ .00	$ .95	$ .00	$ 100
2nd Year: 50 hens 100 pullets—1 house	150	.14	.70	2.00	300
3rd Year: 50 hens 400 pullets—2 houses	175	.12	.65	2.25	500
4th Year: 200 hens 250 pullets—2 houses	190	.11	.60	2.50	1,000

Twenty-five percent of feed raised the first year, 50 percent the second year 60 percent the third year, and 75 percent the fourth year.

Future Farmers of America

Secretary Hyde's Address at Kansas City

AGRICULTURAL endeavor has been affected profoundly by economic and social changes. The acquisition of scientific knowledge relating to agriculture is playing an important part in these changes which are transforming our rural civilization.

No method of propagating truth is so effective as that which goes out from the classroom and laboratory to the youth of the land.

Prior to 1917, our state agricultural colleges had offered short courses to fit students for vocational work. These efforts were wholly inadequate. One of the purposes of the Smith-Hughes Act is to make it possible for every youth who loves the country life to receive vocational training in agriculture.

The Work Grows Rapidly

Within one year after the passage of this act in 1917 every state had taken steps to co-operate. In the last year more than 116,000 young people enrolled for vocational agriculture as a part of their high school educations. Other thousands enrolled in special county and state agricultural schools.

Thru this plan for agricultural training the adult group of the farm population also is reached. There are part-time schools for persons who are employed, and evening schools for adult farmers. These schools are all a part of the public school system, under the control and supervision of local boards of education. Schools doing approved work in accordance with state plans are reimbursed for one-half of the salaries of the teachers of agriculture.

The instruction is systematic and practical, as well as technical. It deals with farm enterprises. It trains for better farm practices. It includes observation, demonstration, and practice in operative and managerial activities. Special attention is given problems of distribution of farm products. It is adapted for those who are farming and those who are preparing to farm. It is the type of training that prepares for a livelihood and inspires general respect for advanced learning.

A study made lately by the federal board for vocational education discloses that from 60 to 75 percent of the students who receive vocational instruction in agriculture engage in agricultural work; 54 percent being engaged in actual farming.

Future Farmers Organized

Within the last two years the students taking vocational agriculture in the high schools have been organized as the Future Farmers of America. One year ago the first national meeting of this organization was held in Kansas City with five states and 5,000 students represented. Its growth has been most gratifying. Today it is represented in more than thirty states and has a membership of more than 25,000.

To promote vocational education in agriculture in the public schools; to create more interest in the intelligent choice of farming occupations; to create and nurture a love for country life; to encourage co-operative effort; and to strengthen the confidence of the farm boy in himself and his work, are some of the aims of this organization.

They Rise by Merit

Achievement of the individual is made the basis for advancement from rank to rank in the Future Farmers of America. Classwork of a high order, a successful handling of project work, evidence of thrift, and a practical demonstration of leadership are the passports to the higher degrees of the organization.

These requirements train boys to farm by employing the best farming practices. The co-operative attitude is acquired. Ability for leadership is developed. By such a training the youth is better prepared to fit into our modern economic and social structure.

The accomplishments of the organization are varied. Local chapters hold annually father and son banquets. Thrift bank accounts are encouraged. The Future Farmers of two states already report thrift accounts totaling more than one-quarter million dollars each. Community welfare is promoted. In four states camps have been established where boys find recreational and educational guidance at some time in the summer months.

Challenge to the Mature

The possibilities of the Future Farmers of America are immeasurable. Thru their leadership we may expect a new agriculture—an agriculture lighted by science and organized to demand an equal share with industry in the country's general prosperity. There is no more hopeful sign of progress among our farm population.

Rural leadership is the outstanding need of the hour. It will continue to be the greatest need in the future. Much of the hope for improved farming conditions lies in co-operative enterprise and successful co-operation depends on leadership.

May I not remind you, however, that your opportunity for real leadership will come largely thru the example you set as an efficient farmer and as a good citizen in your home community.

American Farmers Chosen in 1929

Top row, left to right: Philip Alampi, Williamstown, N. J.; Herschel Hecker, Prospect, Ohio; Carldon Patton, Wooster, Ark.; Oscar Schieni, Salisbury, Mo.; Jewel Biswell, Claremore, Okla.; Ronald Ford, Helena, Okla.; Boyd Wait, Winfield, Kan.; Albert Sosebee, Epworth, Ga. Second row, left to right: Henry C. Groseclose, Executive Secretary, Blacksburg, Va.; H. O. Sampson, State Supervisor, New Brunswick, N. J.; C. H. Lane, Adviser, Washington, D. C.; Horace Smith, Antioch, Tenn.; Elmer Williams, Dixon, Ill.; T. F. Kidd, Jr., Rural Retreat, Va.; Wade Turner, Lillington, N. C.; Charles Pinkney, Webster, N. Y.; Alvin Reimer, Beatrice, Nebr.; Lowell Edington, Rutherford, Calif. Front row, left to right: Paul Zinnman, Salisbury, Mo.; Don Godsey, Yuma, Colo.; Howard Hill, Knowlesville, N. Y.; Edward Burford, Amherst, Va.; Harry Willhousen, Twin Falls, Idaho; Jess Woodard, Danville, Ark.; Gray Miley, Plant City, Fla.; Edwin Johnson, Assumption, Ill. (Bryce Tucker, Iowa, absent.)

Chapter Programs

Ozark, Alabama

A YEAR ago the boys studying vocational agriculture in the Dale County High School, Ozark, Alabama, met and organized a local chapter of the Future Farmers of America. With the opening of school this fall the chapter celebrates its first birthday and has a record of activities of which they may well be proud.

One of the first things the chapter did after organization was to plan a trip to the state fair at Montgomery. All 31 members attended in a body. Ozark is 105 miles from the capital city of Alabama, but these young co-operators handled the affair at a cost per member of only $1.10—one dollar for transportation and 10 cents for admission to the fair grounds.

To promote interest in a bigger and better "project program" for the members of the chapter, the boys voted unanimously to award a silver loving cup to the boy completing the outstanding farming record for the year. The cup will be awarded annually to the boy with the greatest farming achievements. The cup will be presented at the father and son banquet.

Another feature of their program was the beautification of the grounds of the Dale County High School. They sowed the lawn to Italian rye grass so it would have a green winter coat; pruned and fertilized the shrubs, and purchased, out of the treasury, 10 cedars which were planted on the grounds.

For the children of Ozark these public-spirited lads built swings and equipped two playgrounds, one sponsored by the Mothers' Club, and the other by the Missionary Society of the Methodist Church.

The father and son banquet is another of the many things carried on by the Future Farmer chapter at Ozark. At this meeting each boy brings his dad out to a tempting plate and an evening of entertainment. Last year the boys financed this banquet by their own labor. Twenty-six dads and the members of the Kiwanis Club were guests. A member of the chapter presided and called on some of his fellow members to tell what the F. F. A.—Future Farmers of America—was, and what this nation-wide organization of vocational boys is trying to do. The secretary of the Chamber of Commerce talked on the dairy possibilities of Ozark; the county superintendent of schools and several of the boys' fathers made short speeches.

During the dull season last summer when crops were "laid by" these boys organized an educational tour. Equipped with a school truck and army cots, under the leadership of their teacher of agriculture, the boys left Ozark on July 5 and visited the following points of interest: a large dairy at Orion; the Capitol at Montgomery; the lime quarries at Newala; college at Montevallo; the steel mills at Birmingham; the dam and power plant at Muscle Shoals; the nurseries at Huntsville; the scenic regions around Chattanooga; Georgia School of Technology in Atlanta; Stone Mountain; the Alabama Polytechnic Institute at Auburn, where they visited the experiment station and reviewed some of their experiments which they had studied in school; Tuskegee Institute, and a score of Alabama towns. All of this was done in a 10-day trip of inestimable value to the boys.

The boys have bought co-operatively more than a ton of vetch and Austrian peas to sow in projects as winter cover crops.

After having completed such an interesting and busy year, the chapter has set up the following goals for the present school year:

1. Continue the campus beautification program.
2. Make "Father and Son" banquet bigger and better.
3. Root shrubs for home beautification.
4. Visit State Fair at Montgomery.
5. Award a loving cup to the boy with the best project.
6. Organize a thrift bank.
7. Have another vacation tour.
8. Raise membership from 35 to 50.
9. Have a "Cow-Sow-Hen" show on the square at Ozark and award $500 in prizes; $250 in cash and $250 in prizes of hogs, poultry, and dairy stock.

All the boys at Ozark say that the Future Farmer chapter has added more than anything else they ever tried to the joy and pleasure of their school work as well as to the time they have had to play with their friends.—*W. B. Sexton, Assistant State Supervisor, Alabama. —The Progressive Farmer.*

Ozark, Alabama, Future Farmer Chapter (Courtesy of Progressive Farmer)

Pawnee City, Nebraska

THE Pawnee City, Nebraska, chapter of the Future Farmers of America has just issued a neat 12-page mimeographed booklet outlining its program of work for the year.

The Chapter has a membership of 32. It has committees on finance, 4-H Clubs, enrollment, and community demonstrations. It also has a Junior Fair board consisting of the instructor as general superintendent, an assistant superintendent, and a secretary, and superintendents for the fair's seven departments.

Two pages are given to a brief sketch of the local constitution.

Programs are mapped out for each meeting from September to October, inclusive. Leaders have been designated for each meeting.

September.—Election of officers. Advertising value of county fair exhibits.

October.—Friend Party. Each member to bring a girl friend. Review of fair winnings of agricultural students.

November.—Reports from delegates who attended Future Farmer Congress at Kansas City.

December. — Christmas Party. A Christmas tree and a Christmas story by the Rev. Mr. Reel.

January.—Father and Son Banquet.

February.—Hog Lot Sanitation—Dr. E. H. Williams.

March.—Common Farm Law Problems—E. E. Witte.

April.—Review of Last Year's Projects—E. I. Rosenberger, instructor.

May.—Baseball game, weiner roast.

June.—Swimming party. Camp out all night. Demonstration on first aid and life saving.

July.—Project tour and picnic dinner with judging events during the day. Demonstrations on fitting livestock for exhibition.

August.—Entertain farm boys who have graduated from the eighth grade.

There are committees of three each on entertainment and refreshments for each of the chapter meetings during the year.

Thirteen members of the Chapter and the instructor attended the Kansas City Congress, the largest delegation to go from Nebraska.

Iowa Future Farmers now have a publication. It has been launched by the Agricultural Education Club of Iowa State College. The first issue contains 16 pages. It is mimeographed and bound.

The Chester, South Dakota, chapter of the F. F. A. this year took out a membership in the American Red Cross.

Professional News

Professor Floyd B. Jenks

FLOYD B. JENKS, for 16 years professor of agricultural education at the University of Vermont, died June 28, 1929, at Burlington. He had been in poor health for some months previous to his death but with his usual fine courage and optimism he carried on his teaching and supervisory work until within two weeks of the end.

Professor Jenks was born in Toronto, Vermillion County, Indiana, July 7, 1876, the son of Stephen and Mary Elizabeth (James) Jenks. He lived on a farm until his maturity and thereafter devoted himself in various connections to activities in the field of farming and agricultural education.

He was educated in the public schools and graduated from Purdue University in 1898. For a few years he managed farms in the Middlewest; for four years taught biology and agriculture in the Goshen (Ind.) High School; for three years was assistant professor of agricultural education at the Massachusetts Agricultural College; and during the two years preceding his coming to Vermont was specialist in agricultural education in the Federal Bureau of Education at Washington.

In the latter capacity he visited and studied the procedure in vogue at most of the 48 land-grant colleges established under the Morrill Act of 1862. His first knowledge of the University of Vermont and its first acquaintance with him was then formed; and in September, 1913, at the invitation of the late President Benton, he joined the faculty and entered upon his main life work.

Professor Jenks was notably successful in his calling. Most of the teachers of agriculture in the state were trained by him and many of them later became high school principals or superintendents. For a long series of years as state supervisor of agricultural education his cheery disposition, spirit of helpfulness, and constructive criticism made him persona grata in every schoolroom, as well as a most valued faculty associate. At national meetings and conferences Professor Jenks was a prominent figure. His long experience over the years when plans for vocational education were being conceived and developed made his advice especially welcome and valued.

His interests were not confined to the university campus. He entered into community life in a rather unusual way. He was an excellent singer, fond of the best in music; a good actor, often seen in local theater club productions; a long-time member of the state Y. M. C. A. committee; recently elected to the city school board; member and one-time Sunday School superintendent and treasurer of the College Street Congregational Church.

He was prominent in Masonry, having been presiding officer of Burlington Lodge, Burlington Chapter, and Burlington Commandery, and at the time of his death was secretary of the lodge and grand lecturer of the Grand Lodge of Vermont.

Professor Jenks married Lucile Major of Shelbyville, Indiana, in 1909. She, with seven children, Major, Robert, David, Marjorie, William, Paul, and Elizabeth; one sister, Mrs. L. E. Brown of Dana, Indiana; and several nieces and nephews survive.

F. B. Jenks

The high personal regard which all his associates felt is most fittingly expressed in the following tribute made by Dean Hills:

"I shall miss him greatly from day to day. He certainly was a splendid man with whom to be associated. I never for a moment regretted my advice to President Benton in 1913. I was about to leave for Europe. He asked me to give him the names of three people to whom he might look during the summer to come to the University to take the position of supervisor of agricultural education, then just being established. I said: 'I will give you three names. The first is Jenks, the second is Jenks, and the third is Jenks.' The first man to greet me on my return in September was the man who is now lost to our sight, but whose memory will always be dear to me in my heart."—*Arthur P. Williams, Federal Board for Vocational Education.*

More About California's Ten-Man Department

THE largest agricultural department in connection with any high school in the state of California is the Kern County Union High School at Bakersfield. Since 1917 Mr. Howard Dickson has been director of the agricultural department in the school and has brought it from a one-man department to its present size, which now has ten full-time agricultural teachers. There are over three hundred students at the present time receiving instruction in agriculture in this department. They have a separate agriculture building that could be used in an ordinary rural community as the entire high school plant. The work in the department is such that specialists are hired for the various types of agriculture.

The members of this department are: Howard K. Dickson, director; H. A. Anderson, soils and crops; L. J. Banks, hogs; Harry Holmes, horticulture; John L. Knight, animal husbandry; Robert L. Shreve, sheep; Ben B. Sutton, nursery and landscaping; N. C. Allen, general agriculture; Glenn Nay, general agriculture; Walter Stiern, farm mechanics.

An Agricultural Education Project in the Philippines

MR. H. L. COMER, formerly teacher of vocational agriculture at Ocheyedan, Iowa, gives a clear picture of the problems of agricultural education in the Philippine Islands in a letter to the secretary of the Iowa Association of Vocational Agricultural Teachers. Mr. Comer is in charge of the agricultural school at Munoz. He left the States early in 1929. He writes as follows:

"Your note of greetings from the Iowa Vocational Teachers Club almost made me feel as my family does at times, just a little homesick. I do appreciate the fine thought behind the note. I will do all in my power to prove this venture will be worthwhile to all concerned.

"My copy of *Agricultural Education* for September just came. I spent a great part of the afternoon devouring every word. It almost answers as a visit with men and it gives me many things to wonder about over here.

Things are so different; it was almost embarrassing at first to say or do a thing for fear of making a real fool of yourself. For instance, purebred hogs are out of the question over here. One is very lucky to get a Berkshire boar almost pure to live long enough to make any headway with herd improvement. I learned very early to keep very quiet. I am having a great time with terms such as these: abaca, algaroba, hectares, kilometers, banana, coffee, rubber, talahiv, cogon, mestizo.

"Of course I could not be divorced from my band so I have formed a concert orchestra that I am real proud of. The Filipinos are very musical and how they work for me! I heard them practicing by themselves this afternoon as a pastime (as an organization).

"I really do enjoy my work. Talk about problems! I have them from the moment I step out in the morning until I come in for the night. It is bad enough to try to run a school of 1,000 but just remember I have 1,400 acres also of some of the richest and best rice and sugar cane land in the orient. You can begin to realize how I spend my day.

"Just now we have anthrax and rinderpest all around us and we lost two big carabaos the past two days. Lots of fun, particularly when you have no veterinarian and these tropical diseases sound like puzzles, and are. We cannot get cholera vaccine and we had a cholera scare last week. We are not sure we are safe yet. Some stupid person has probably thrown some dead animals in the creeks above us somewhere. We are now trying to water all these animals from wells and water is hard to get that way. Well, this is just a usual worry with us."

Five hundred of Mr. Comer's students are independent farmers. The school provides them with facilities for raising their own crops and allows them 15 percent of the profits from their products.

Future Farmer Organization Serves as a Dynamo

By MILES MERREDITH,
Teacher of Agriculture, Heath, Kentucky, High School

THERE seems to be ample surplus energy in any group of boys with which to do wonders if this energy is harnessed and directed. The Future Farmers' organization of the Heath High School consumes a large portion of it among the boys of the agricultural department.

The boy scouts have paved the way for an organization which seems to have service uppermost in mind. There is not a more enthusiastic group of students in western Kentucky than is found in this organization. The boys have set up their own objectives and are striving hard to reach them. They contend that the Future Farmers will do much to improve the farm practice program. They have set up a minimum of 250 man-hours for each boy to do on his farm practice program.

The monthly news letter will do much to acquaint the farmers with better farming methods and will serve as a medium thru which the boys and the farmers may advertise their farm products or livestock. A "swap column" will be included for exchanging seed corn, hatching eggs, dewberry and strawberry slips, seed potatoes, roosters, etc. A day will be set aside and advertised for this purpose.

The organization has already assumed much of the responsibility which usually falls upon the agricultural teacher. This group collects and spends all funds pertaining to the agricultural department. The money is deposited in the name of the organization. The group decided at its first meeting that since the course of agriculture covers only two years that the stock judging team should come from the sophomores who are taking agriculture or from the junior boys who have completed the two-year course.

A project tour day was also one of the objectives set up by the boys. On this tour each farm where there is a farm practice program under way will be visited. Each boy will be accompanied by his dad. This is doing much to encourage a better farm practice program.

The boys are not overlooking the things which tend to build up good fellowship. Before school started the entire group had an outing which lasted for two days. The boys are looking forward to having another one next summer.

The organization serves as a dynamo to generate enthusiasm for the agricultural department. This group sent one of its members as a representative to the State Fair. They expect to send a member to the State Fair every year. It is an organization with a vision and a purpose. Each boy has made himself a small bookcase in which he will keep his books, bulletins, etc., at his home. It is composed of a group of boys with whom anyone should enjoy working.—*Agricultural Advance, University of Kentucky.*

The December issue of the Kentucky Agricultural Advance, issued from the Department of Agricultural Education of the University of Kentucky, is devoted to supervised practice and is one of the best recent statements with respect to that phase.

Recent Publications

BEAR, FIRMAN E. *Theory and Practice in the Use of Fertilizers.* John Wiley and Sons, Inc. New York. 1929. 384 pp. $4.

ONE who wishes a grasp of the principles of fertilization should read this book. These principles are described in chronological order from the time of Liebig and Lawes and Gilbert up to the present. Selected references add to the value.

If the reader has some knowledge of chemistry, the book is very readable. It is somewhat too difficult for the vocational student except the last part of the book which deals with fertilizer practice. As a reference book for the agriculture library it will fill a need.

SCHMITZ, HENRY. *A Study of the Methods of Teaching Sciences Underlying Agriculture.* Kansas State Board for Vocational Education, Topeka, Kansas. Series A-6. 1929. 47 pp.

THIS study was based on returns from 110 teachers of agriculture in several states. The teachers indicated what scientific facts in bacteriology, botany, chemistry, entomology, genetics, physics, and zoology are taught in the animal production course and also indicated the method of teaching used. The list of facts will permit teachers of agriculture to check their own facts. The selection of methods proved disappointing. Supervised study, assigned reading and lectures predominated over farm practice, the laboratory method, field study, illustration and demonstration.

AUCHTER, E. C., and KNAPP, H. B. *Orchard and Small Fruit Culture.* John Wiley and Sons. 1929. 573 pp. $5.

ALTHO this book is intended for undergraduates in colleges of agriculture, teachers of agriculture will find a rich source of materials and vocational students especially interested in fruit growing can use it.

For a college text, the organization is unusual. The material is organized around jobs. General information is inserted at appropriate points. Subjects such as pollination, growth of the tree and the forming of fruit buds have been added and related to practice. The jobs are arranged seasonally. This makes an effective organization.

The treatment of the jobs is thoro and full reference lists are given. The book is carefully and well written.

SCHMIDT, G. A., ROSS, W. A., and SHARP, M. A. *Teaching Farm Shopwork and Farm Mechanics.* The Century Company. New York. 1927. 288 pp.

THIS book is hardly comparable with our other farm shop books which have emphasized what to teach. This volume emphasizes how to organize teaching content, methods of teaching, equipment and arrangement of the shop and the like.

The authors have drawn upon the studies of farm shopwork to good advantage. An attempt has been made to bring together the educational theory which bears on teaching shopwork. This part of the book would be more effective if more emphasis were placed on how the theories apply to specific situations.

There is a distinct place for this book, especially in the hands of a new or untrained teacher. Such a teacher will get more help from this book than from any other.—F. W. L.

More New Project Record Books

A SET of three books prepared by Professor H. G. Kenestrick of the Department of Agricultural Education, and Professor C. R. Allen of the Department of Rural Economics, of the Ohio State University, is the outstanding contribution among the numerous project accounting systems which have been circulated in recent months. The set consists of "A Manual of Project Accounting," a "Practice Record Book," and a "Project Record Book." It is the outgrowth of the most extensive research upon actual project records which any state has yet carried out. It is available from the Enterprise Cooperative Company of New Concord, Ohio.

Another new project book distinctly above the average of those to which we have been accustomed has just been developed by and is available from the State Supervisor for West Virginia, Mr. J. V. Ankeney.

Records for Local Departments

(Continued from page 11)

Record of personal calls for assistance:

1. Name of person served.
2. Date of service.
3. Nature of service rendered.
4. Record of outstanding service only.

Yearly summary of all service rendered.

A plan has also been worked out for the classification of these data in the various drawers of a filing cabinet. Numerous forms have been worked out for recording the different types of data. A set of suggestions has been developed for putting the system into operation and carrying it on. A limited number of copies of a mimeographed bulletin outlining the whole plan are available from the Vocational Education Department, Iowa State College, Ames, Iowa.

Using the School Grounds

RAISING money for an organization is not always the easiest thing in the world. But here is a way we have found of swelling the Agriculture Club treasury: About three-fourths of our school yard was not being lawn mowed, and as a result, considerable weeds and tall grass grew on that part. Even tho the weeds were cut once or twice during a season, the yard did not present a pleasing appearance, nor was it the most desirable place for games.

The members of the Agriculture Club persuaded the school board to plow and carefully level the ground and to sow it in alfalfa. Arrangements were made whereby the club gets one-half of the proceeds from the hay, when they take care of cutting and delivering the hay. If the boys are busy at home, and are unable to take care of it, the hay is sold as it stands and all of the money goes to the school board. There is ready sale for the alfalfa either delivered or as it stands. The boys took care of two of the three cuttings last summer, and have realized a "tidy sum" for their efforts.—*Carl C. Lewis, Cornell, Illinois, in Illinois "Fan-Mill."*